



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

News Items from the School of Education of the University of Chicago

METHODS COURSES FOR ELEMENTARY-SCHOOL TEACHERS

Although the courses which are given in the School of Education are planned primarily for superintendents, principals, and supervisors, nevertheless a large number of special-methods courses for elementary-school teachers have been included in the program for the Summer Quarter. They are listed below by departments.

History.—"Organizing Upper-Grade and Junior High School History for Teaching Purposes" emphasizes the selection, organization, and standardization of historical material for use in the upper grades. Much time is given to the problems of United States history in this course. "The Technique of History Teaching in the Upper Grades and Junior High School" emphasizes in detail the methods of teaching historical materials in these grades. "The Teaching of Community Life and the New Civics in Junior and Senior High Schools" emphasizes the aims and organization of subject-matter and the methods of teaching community life and civics in the upper grades and high school. A course is given in the Kindergarten-Primary Department which emphasizes the methods of teaching community life, history, and civics in the lower grades.

English.—"The Teaching of English in the Intermediate and Grammar Grades" emphasizes the selection of subject-matter and the methods of instruction with special reference to oral and written composition in the fourth, fifth, and sixth grades. Some attention is also given to the problems of the seventh and eighth grades. "The Teaching of Reading in the Intermediate Grades" emphasizes the methods of teaching oral and silent reading, the selection and organization of reading-materials correlated with history, geography, and science, and points out the relation of reading-instruction to the problems of teaching children how to study. "The Teaching of English in Junior High Schools"

considers the organization of a course of study which emphasizes silent reading, individual instruction, the correlation of English with other subjects, the socialization of the recitation, and the use of objective measurements in English instruction in the seventh, eighth, and ninth grades. A course is given in the Kindergarten-Primary Department which emphasizes the methods of teaching reading, language, and literature in kindergarten-primary grades.

Mathematics.—"Methods for Primary and Intermediate Grades" considers the purposes, plans, and methods of mathematics instruction for Grades I-VI, inclusive. "Mathematics for Upper Grades and the Junior High School" discusses appropriate types of mathematics instruction for the seventh, eighth, and ninth grades. Recent programs of mathematics instruction are considered in detail.

Geography.—"The Teaching of Geography in the Grades" emphasizes the problems of geographic instruction in Grades IV-VIII. The technique of teaching geography in accordance with the problem method of teaching is emphasized. "The Organization of Geographic Problems" deals with the purposes of geographic teaching, the principles of selection and organization of appropriate units of instruction, and detailed outlines of effective problems in regional geography. "The Principles of Human Geography for Grade Teachers" provides instruction in fundamental geographic principles.

Natural Science.—"Elementary Science: Plant and Animal Life" familiarizes grade teachers with the common plants and animals and their value. "Elementary Physical Science" familiarizes teachers with the materials and methods used in elementary science work in the grades. "The Organization of Elementary Science in the Grade Curriculum" considers the purposes of elementary science, the principles of organization, the materials of instruction, the literature of elementary science, and effective methods of instruction. "The Teaching of Physiology and Hygiene" emphasizes the aims, subject-matter, and methods of instruction in this subject. "The Teaching of General Science" deals with the organization and methods of instruction in general science in the seventh, eighth, and ninth grades.